

Pre-assessment leads to Differentiation Self-paced, Online Training

Preston
2021



Self-paced Training –How it works.....

1. Make sure you registered at maconpiattroe.org and click on the sign up for Professional Development box
2. When you complete the training you will receive an email that has an evaluation. Fill out the evaluation and within minutes you should get a email with the website to print off your hours.
3. Participants will go through the power point, viewing each slide.
- 4. Tasks will be in RED and they need to be completed and sent to me. Please send when training is completed. Send to prestonb@roe39.org**
5. Slides 4 and 5 give my information for sending task answers.
6. Please contact me if you are having any trouble with the training.

Online Training Information

In this training, you will learn about how Pre-Assessment can be an assessment before during or after a lesson to inform instruction. Please watch the videos embedded in the power point.

You will be required to complete several TASKS that will always be in RED. You may have to paste the hyperlink into your browser to view them.

The Tasks should be sent to my email: prestonb@roe39.org when you finish the training. Send them at one time labeled by Training Title and Task Number. Please have them in before July 31st. Example of submission-next slide.

Please send them in ppt or WORD. I cannot accept GOOGLE DOCS OR ONE DRIVE.

Example for submission to me by email:

Your Name and Email: Barbara Preston

prestonb@roe39.org

Title of Training: Pre-Assessment

Task One- answer

Task Two- answer --etc.,

Course Outcomes-

WELCOME, GLAD YOU ARE HERE.

1. Understand that Pre-Assessments support differentiation and its importance to all students learning..
2. Understand that Differentiation should flow K-12 in Tier One Classrooms with grade level to grade level instruction, practice, and mastery. With the use of Pre-Assessment information, students can be supported where they are at in their learning.
3. Identify and Implement Pre-Assessment that supports Differentiation strategies that will support students in the Tier One Classroom.
4. Use Assessments to inform instruction and interventions throughout the learning.
5. Remember talented learners and the on grade level learners NEED DIFFERENTIATION, too. Quick assessments can move the class learning to a new level and offer motivating interventions or acceleration.

TASK ONE -Pre/Post Test Pre-Assessments

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

Copy the pre and post tests and send to me.

Differentiation Statements	Pre	Post
I understand and plan on how to use pre-assessments to support differentiation inside my classroom for ALL students.		
When I plan for Tier One Differentiation in my class, I create a pre-assessment that will give me information on where students are in their knowledge of the content to be shared.		
I can identify each skill that is inside a Common Core Standard and align my assessments to mirror the skills needed to master the Common Core Complete standard.		
I realize some students will need more instruction and using assessments at the beginning and throughout the learning can give me useful information on how to intervene and reteach to mastery.		
I can locate resources that will help me in this effort.		

Carol Thomlinson says.....

“Assessment is today’s means of modifying tomorrow’s instruction.”

Discovering prior knowledge allows the teacher to present new information at an appropriate level for all students.

This assessment should continue throughout the learning process, so lessons can be adjusted according to student need.



Pre-Assessment

PURPOSE	To determine what students already know, understand, and can do.
WHEN	Before instruction and during initial planning.
HOW TEACHERS USE RESULTS	To guide initial instruction, to make grouping decisions, and to differentiate learning experiences.
HOW STUDENTS USE RESULTS	As a preview of what they need to know, understand, and be able to do.
WHAT	Products, conversations, observations to assess readiness, prior knowledge or mastery.

KUD

KUD is what you want a student to KNOW, UNDERSTAND, and be able to DO at the end of the unit or lesson.

Why are pre-assessment strategies used?



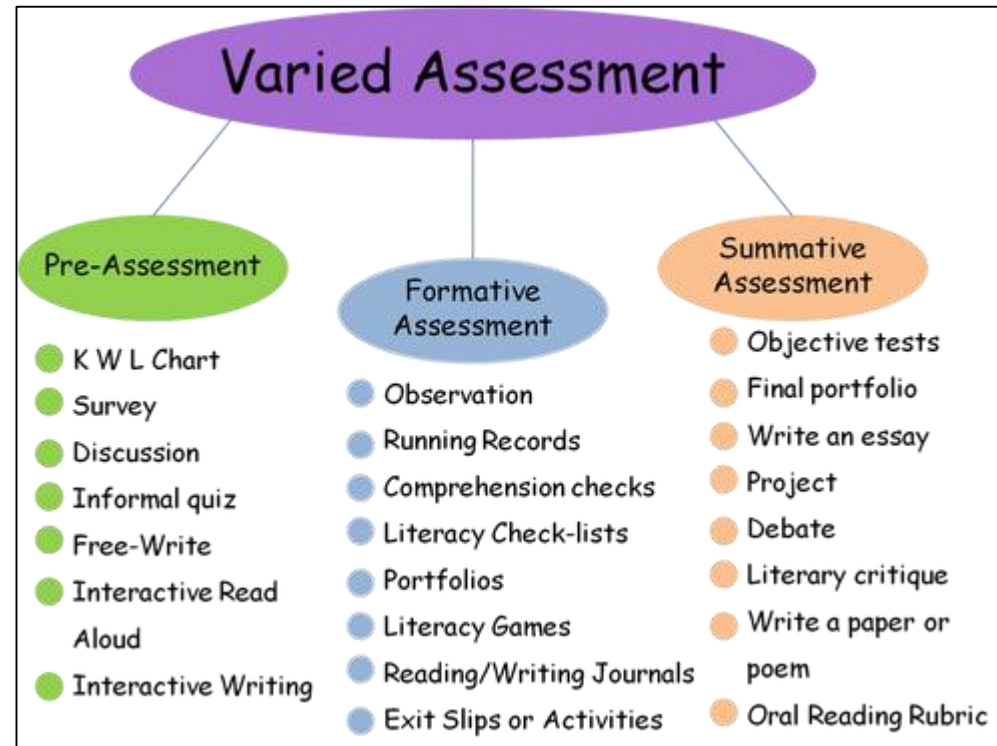
- Pre-assessment strategies are used to make decisions about present and future instruction.
- They may also be used to decide on the groupings of students for activities within a lesson unit.
 - For example, at the start of a unit on natural resources, teachers may use an informal pre-assessment such as, thumbs up/thumbs down, to determine what students know about natural and man-made resources.
 - They might use a four corner approach and put natural and man made resource clues and have students go in small groups and discuss the artifacts in each corner. Teacher listens to their conversations and determines what is still needed for them to be successful in the unit.

Informal Assessments can be Pre-assessments

- The great thing about informal assessments is they help us gauge students' understanding **during the learning** process instead of **after**. Informal assessment also changes teachers' relationship to student learning.
- Through informal assessment, **a teacher becomes a guide throughout the learning process**, rather than the judge of the student's final product. While committing to formative—or **informal—assessment school-wide can be a game-changer for your learners**, it's also important to understand that **regularly checking in with kids' learning can dramatically improve outcomes**.

Varied Assessments can Cross Over ANYTIME Being Authentic is the Key

- <https://www.youtube.com/watch?v=rQPCk27tM4U> 2.45 minutes



Examples of Pre-Assessments

Anticipation/Reaction Guide

- Purpose: To access prior knowledge

Three Column Chart

- Purpose: To access prior knowledge, identify areas needing clarification, and check for understanding

Squaring Off

- Purpose: To identify where individual students are in relation to a specific topic in order to help group students for a future task

Yes/No Cards

Handout



Section 3.

Read each sentence. Do you AGREE, DISAGREE, or are NOT SURE.

- All rectangles are squares.

☐ agree
☒ disagree
☐ not sure

- All squares are rectangles.

☒ agree
☒ disagree
☐ not sure

- All closed figures that have 4 sides and 4 right angles (4 square corners) are rectangles.

☒ agree
☐ disagree
☐ not sure

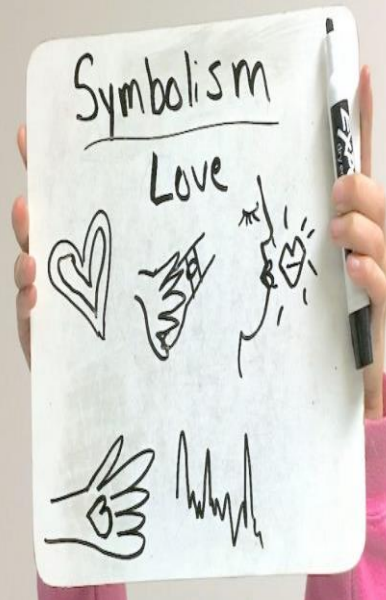
- All figures that have 4 sides with the same length are squares.

☐ agree
☒ disagree
☐ not sure

- All figures that have opposite sides parallel are rectangles.

☐ agree
☒ disagree
☐ not sure

Different
Kinds of
Ways

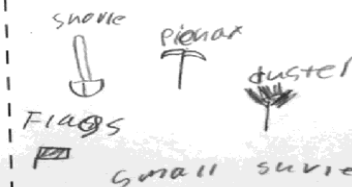


What Is Archaeology?

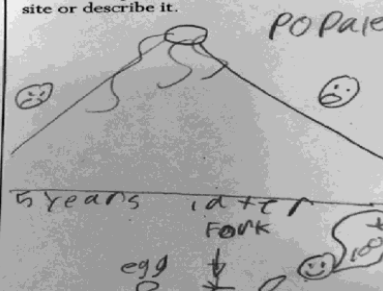
- Define the word archaeology.

PEOPLE that dig
UP things from
long ago and
study about
history and a
long time ago

- Draw a picture of an archaeologist and what kinds of tools he or she might use; or describe an archaeologist.

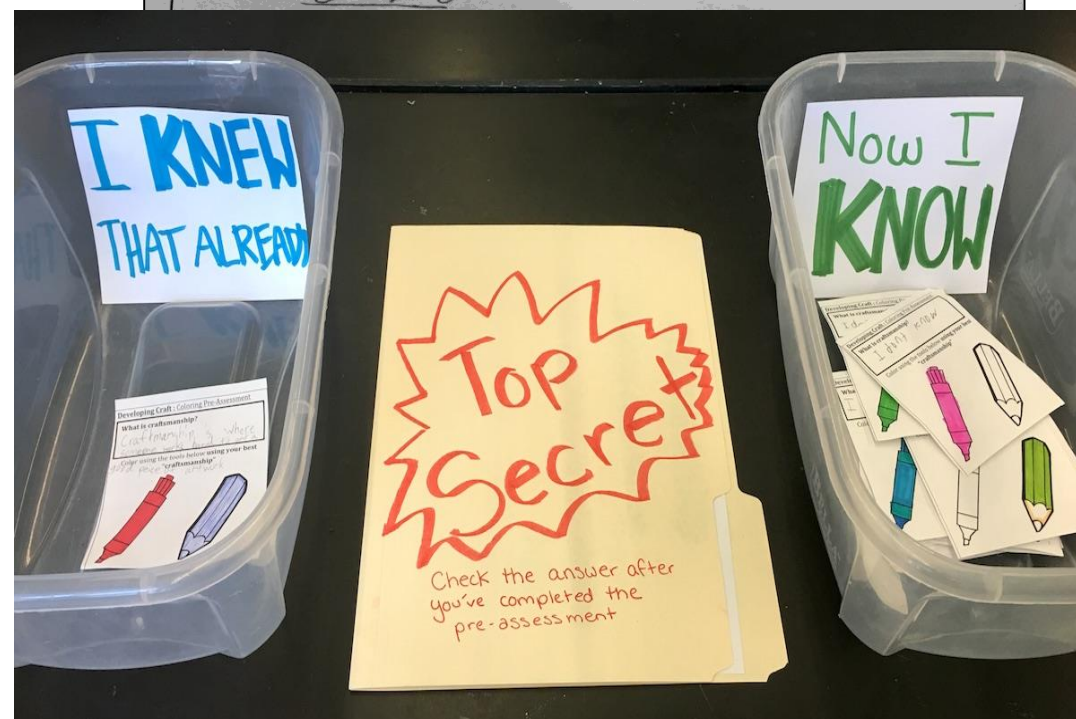


- Draw a picture of an archaeological site or describe it.



- List the steps an archaeologist might take when he or she studies an archaeological site.

they start digging
and IF they
find something
they put it
in a safe



Fist of Five



Show the number of fingers on a scale, with 1 being lowest and 5 the highest.

Ask, How well do you feel you know this information?

5. I know it so well I could explain it to anyone.
4. I can do it alone.
3. I need some help.
2. I could use more practice.
1. I am only beginning.



Gregory, G.H. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks CA: Corwin Press.

Life in the Forest

This magazine is called *Life in the Forest*.

What do you think the magazine will be about?

Draw and label two different types of roots.

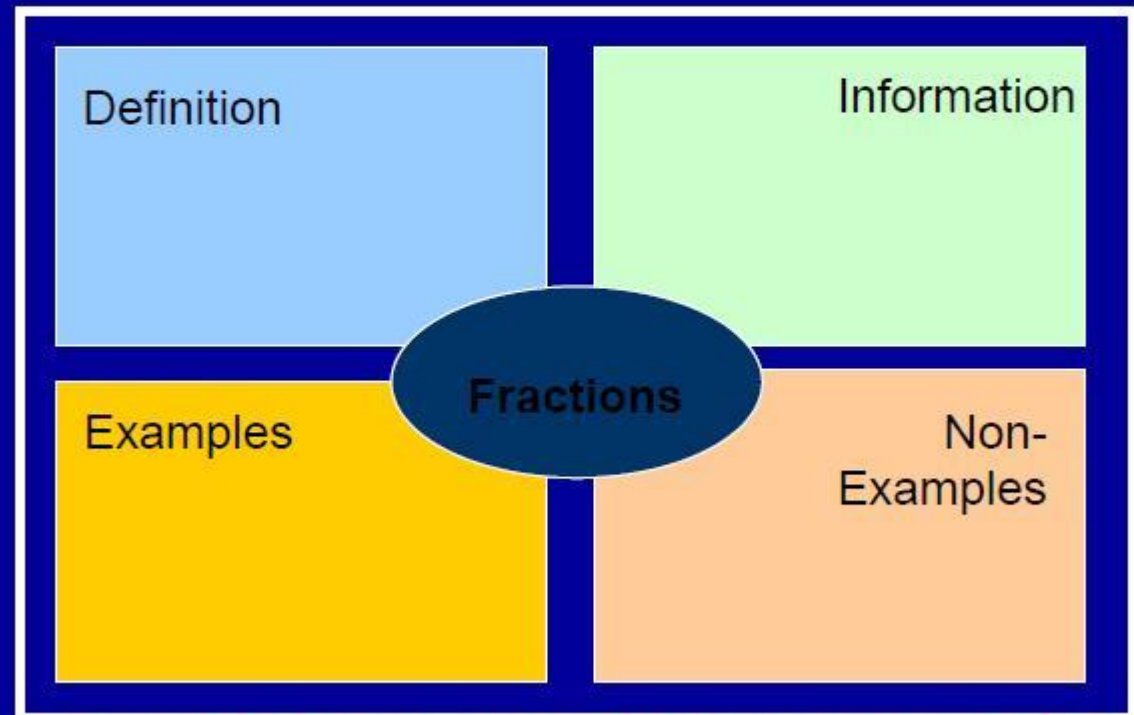
Write a sentence under your drawings to describe the two types of roots.

1.

2.

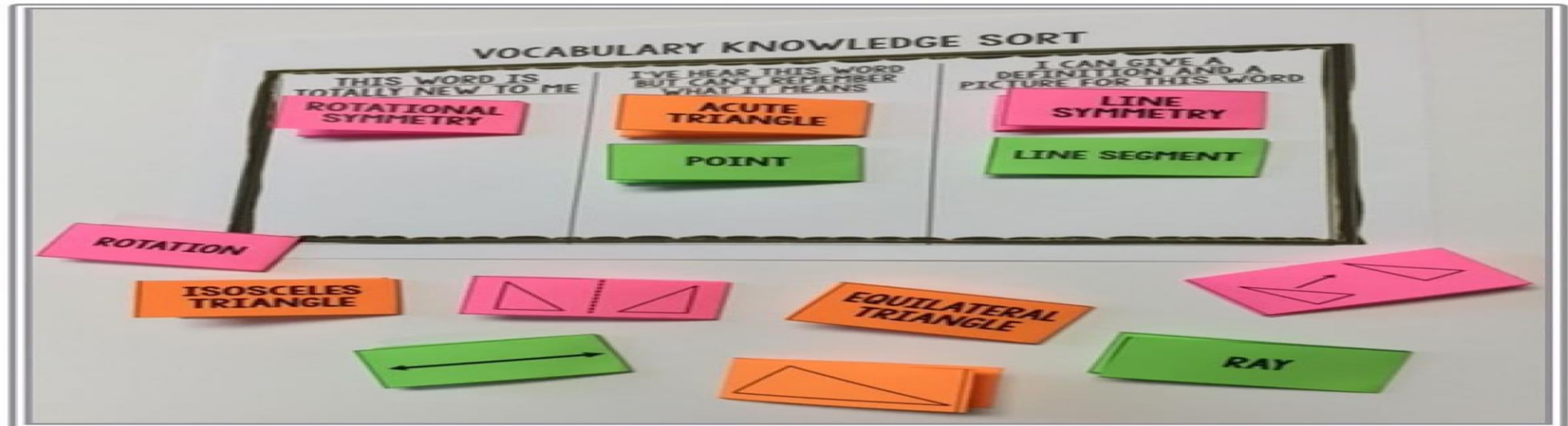
More Pre-Assessment Ideas

Directions: Complete the chart to show what you know about _____.
Write as much as you can.



Useful for pre-assessment & formative assessment of readiness in many grades & subjects

PRE-ASSESSING STUDENTS' GEOMETRY VOCAB KNOWLEDGE



Using the Vocabulary Knowledge Continuum, pre-assess students' geometry knowledge using a physical sort with the vocabulary cards or by having students denote their level of knowledge using a list of the vocabulary words.

VOCABULARY KNOWLEDGE

point	opposite angles	isosceles trapezoid
line	adjacent angles	right trapezoid
line segment	equilateral triangle	interior angles
ray	isosceles triangle	exterior angles
parallel lines	scalene triangle	octagon
perpendicular lines	acute triangle	pentagon
intersecting lines	right triangle	hexagon
vertices	obtuse triangle	congruent
acute angle	quadrilateral	diagonal
obtuse angle	parallelogram	line symmetry
right angle	rhombus	rotational symmetry
straight angle	rectangle	reflection
complementary angles	square	translation
supplementary angles		rotation

☐ I Don't Know this Word

☐ I've Heard this Word Before but cannot define

☐ I can give a definition and draw a picture for this word.

Fill in the bubbles to show the colors you used for each category.

Picture Source: tarheelstateteacher.com

Word Splash

Look at the clues and see what our next lesson will be about.

Charles Darwin

Trait

Variation

Gene

Mutation

Artificial Selection

Answer: Natural Selection


**Task Two –Using the previous slides and the websites below:
Choose 3 assessments you can use with your class. Make them
pre-assessments and tell me what you expect to learn from the
results. Send the assessments and the reasons you would use
this assessment to me.**

- <https://www.illuminateed.com/blog/2018/02/9-informal-assessments-help-pinpoint-learners-need/>
 - <https://sites.google.com/site/lrtsas/differentiation/5-preassessment-ideas>
 - <https://www.cmu.edu/teaching/assessment/priorknowledge/index.html>
- [http://cmrweb.gfps.k12.mt.us/uploads/2/7/3/6/27366965/formative assessment ppt.pdf](http://cmrweb.gfps.k12.mt.us/uploads/2/7/3/6/27366965/formative_assessment_ppt.pdf)
- <https://docs.google.com/presentation/d/1nzhdnyMQmio5INT75ITB45rHyLISHEEHZlHTWJRqLmQ/pub?slide=id.p>

Here are the assessments that are tried and true. They will work with any subject.

ABC brainstorming sheet

A _____	B _____
C _____	D _____
E _____	F _____
G _____	H _____
I _____	J _____
K _____	L _____
M _____	N _____
O _____	P _____
Q _____	R _____
S _____	T _____
U _____	V _____
W _____	X _____
Y _____	Z _____



Let students work in partners or groups.

They list all the knowledge they have about the subject you give them.

If the subject was pre-assessment:

A-assess

B-background knowledge

C-captures knowledge they have

D-Differentiation help

E-Excellent tool

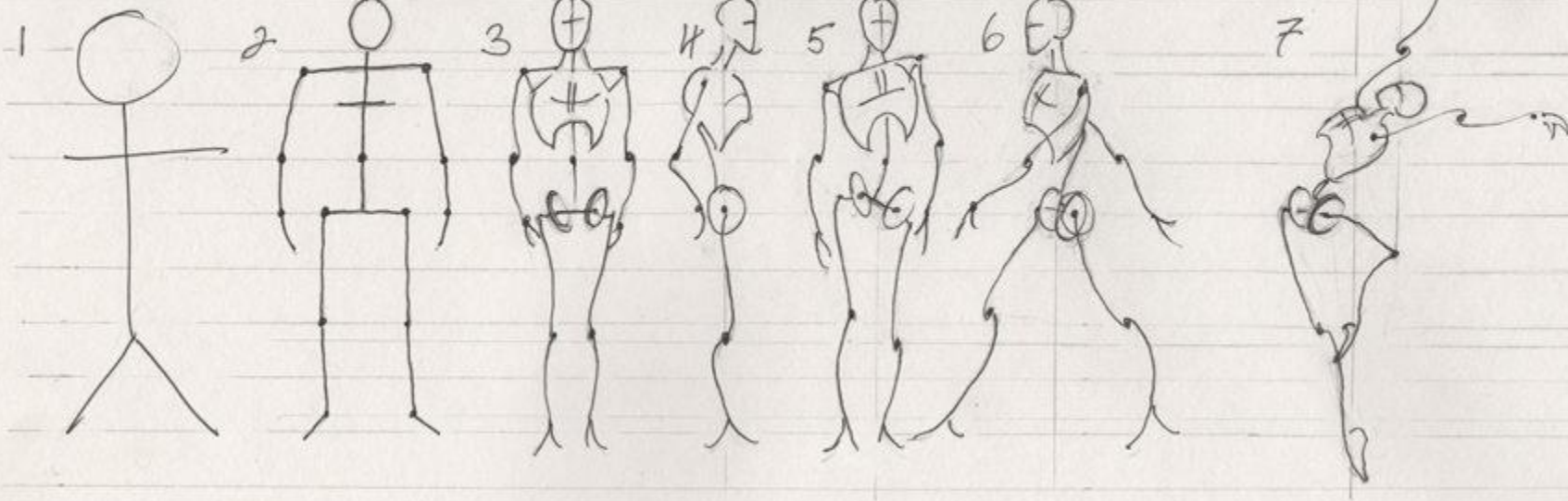
F-Fair

G-Grounds the rigor of the lesson

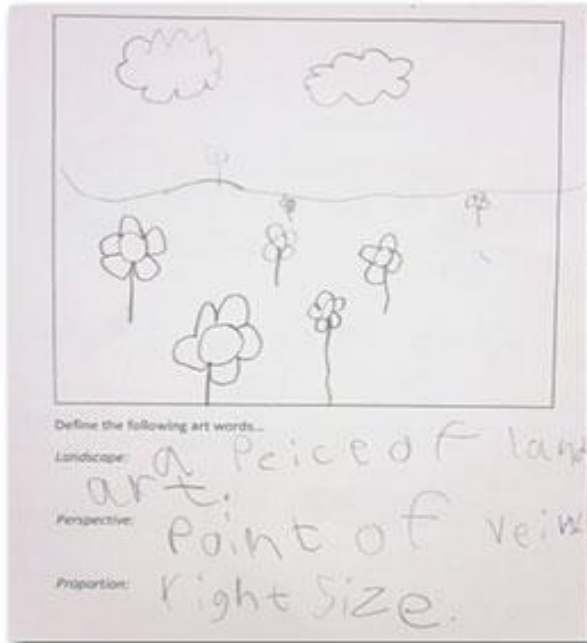
H- etc,

Can you draw this?

Then you can draw these!

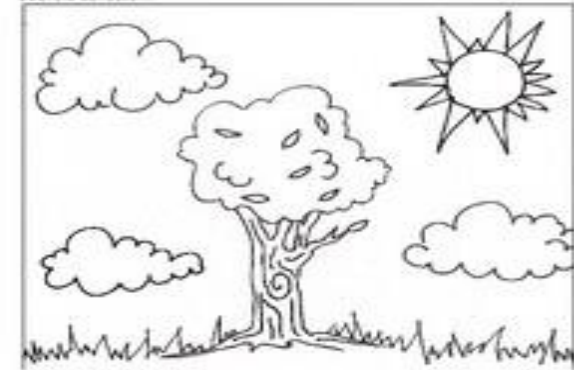


↑ head
↓ shoulder
nipples
Belly Button +
elbow
Arms +
wrists
Finger tips
Bottom of
Knee cap
Bottom of
calf muscle
Soles of feet



Drawings

1. Color in the drawing below using the following guidelines. I will post to the different parts of the drawing on the board as we color. Stay inside of the lines.
Color the sky blue, leaving the clouds white.
Color the grass, the leaves on the tree, and the top of the tree green.
Color the trunk of the tree brown.
Color the sun yellow.



2. Cut the black shapes out on the next page and paste them into their spots below.



One Minute Paper

1. Minute papers provide immediate feedback and allow quick response to students. Allows all students to participate. Decide what you want to focus on, where you want students to reflect on a topic.
2. Write Minute Paper prompts that fit your class and meet your goal. The prompts are the heart of one minute papers.
3. Set aside 5-10 minutes to facilitate, as well as time later to discuss the results.
4. Share the question with students.
5. After the chosen topic or activity is completed, hand out scraps of paper or index cards for students to record their response.
6. Let students know how much time they will have, what kinds of responses you are looking for (words, bullets, short sentences), and when they can expect feedback.
7. Collect the responses as or before students leave.
8. Tabulate the responses and make note of useful comments.
9. Respond to the students' feedback during the next class meeting. Share with students how responses will be used as a guide to plan the next instruction.

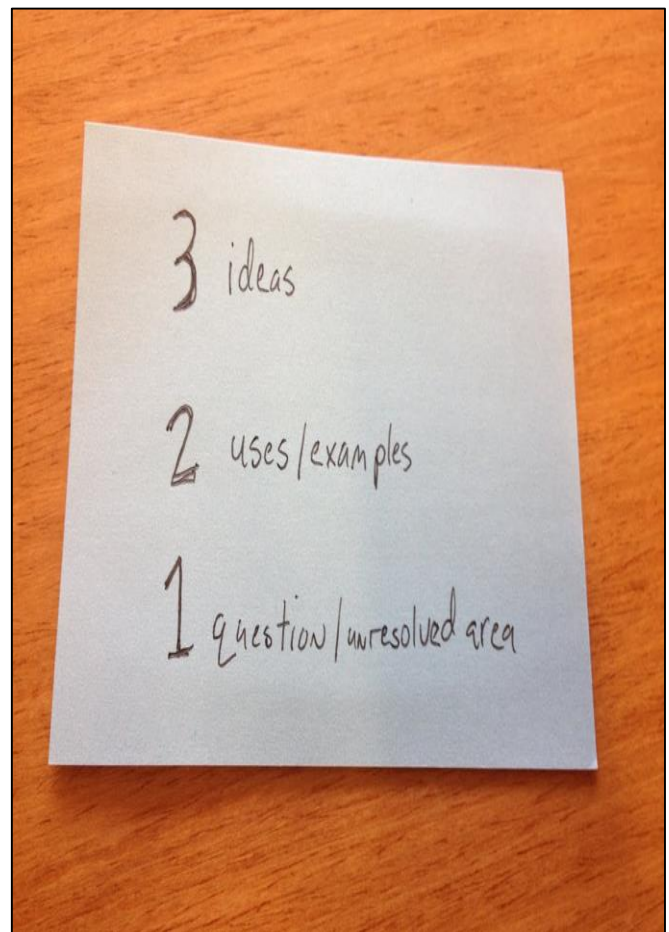
One Minute Paper Possible Questions

- Questions Designed to Assess Student Interests: For you, what interesting questions remain unanswered about today's topic?
- Identifying Perceived Relevance of Course Concepts: During today's class, what idea(s) struck you as things you could or should put into practice?
- Assess Student Attitudes/Opinions: Were there any ideas expressed in today's class that caused you to reconsider or change your personal? opinions, viewpoints, or values?
- Checking Student Comprehension: What did you perceive to be the major purpose or objective of today's class?
- Assessing Conceptual Connections (Cross-Concept Integration): Did you see any relationships between today's topic and other topics previously covered in this course?
- **Alternative versions**
 - Allow students to compare and discuss their responses before handing them in.
 - Allow small groups to suggest Minute Paper questions. Have members of the group analyze and present the results to the class.
- **Online options**
 - Have students post to a discussion board.
 - In a synchronous (live) online class, students can write on a white-board.
 - Use a shared (open for anonymous responses) google document to collect responses.

3-2-1

Why would you use?

- The purpose of this activity is to help instructors determine what students are able to recall for the main points of a lesson. The preparation and follow-up for a Focused Listing activity is minimal. The Focused Listing activity can help students in several ways:
- Quickly determine what learners recall as the most important points related to a topic
- Assess how well learners can describe or define a central point and to discover how well learners are connecting other concepts to the central point of the lesson
- Gauge the best starting point, make midpoint corrections, and measure the class's progress in learning one specific element of course content



Muddiest Point and Voice Thread

- The ***Muddiest Point*** is one of the simplest CATs to help assess where students are having difficulties. The technique consists of asking students to jot down a quick response to one question: “What was the muddiest point in [the lecture, discussion, homework assignment, film, etc.]?” The term “muddiest” means “most unclear” or “most confusing.
- **VoiceThread** is a platform for creating rich, asynchronous conversations around media like images, documents, presentations, and videos. Students and instructors can comment on the posted media content using text, audio, or video.
- [https://voicethread.com/howto-categories/creating-web-application/creating a voice thread](https://voicethread.com/howto-categories/creating-web-application/creating-a-voice-thread)

Exit Slips and Entrance Slips

<https://www.edutopia.org/practice/exit-tickets-checking-understanding>

- [Exit slips](#) can take lots of forms beyond the old-school pencil and scrap paper. Whether you're assessing at the bottom of Bloom's taxonomy or the top, you can use tools like [Padlet](#) or [Poll Everywhere](#), or measure progress toward attainment or retention of essential content or standards with tools like [Google Classroom's Question tool](#), [Google Forms](#) with [Flubaroo](#), and [Edulastic](#), all of which make seeing what students know a snap.
- A quick way to see the big picture if you use paper exit tickets is to [sort the papers into three piles](#): Students got the point; they sort of got it; and they didn't get it. The size of the stacks is your clue about what to do next.

More Ideas for Pre Assessments

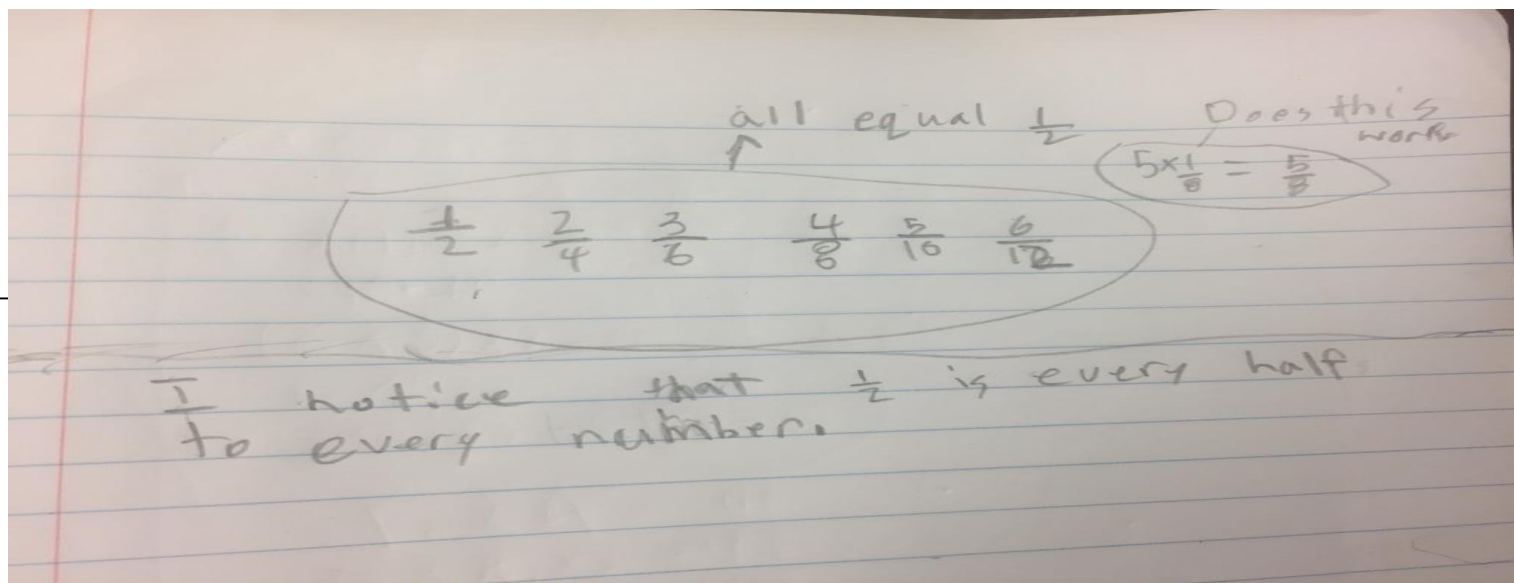
- **Interview assessments:** If you want to dig a little deeper into students' understanding of content, try discussion-based assessment methods. [Casual chats with students](#) in the classroom can help them feel at ease even as you get a sense of what they know, and you may find that [five-minute interview assessments](#) work really well. Five minutes per student would take quite a bit of time, but you don't have to talk to every student about every project or lesson.
- You can also shift some of this work to students using a **peer-feedback process** called [TAG feedback](#) (Tell your peer something they did well, Ask a thoughtful question, Give a positive suggestion). When you have students share the feedback they have for a peer, you gain insight into both students' learning.
- For more introverted students—or for more **private assessments**—**use** [Flipgrid](#), [Explain Everything](#), or [Seesaw](#) to have students record their answers to prompts and demonstrate what they can do.
- **Top 10 List (with humor)**—These kinds of lists focus on the big important ideas.

Task THREE Watch the Video below. Would you use this assessment and what would it tell you?

- <https://www.edutopia.org/article/7-smart-fast-ways-do-formative-assessment> Participation Cards 1 min. video (love how they refer to the evidence of the content to answer)
- Similar strategies involve using [participation cards](#) for discussions (each student has three cards—"I agree," "I disagree," and "I don't know how to respond") and [thumbs-up responses](#) (instead of raising a hand, students hold a fist at their belly and put their thumb up when they're ready to contribute). Students can instead use [six hand gestures](#) to silently signal that they agree, disagree, have something to add, and more. All of these strategies give teachers an unobtrusive way to see what students are thinking.

Entrance Slips

- Entrance Slips can be after an exit slip has been turned in. The entrance slip is something they did that evening to help with the exit slip information. If the exit slip said, I didn't understand _____. Then the entrance slip would be finding out more info on what you did not understand. They hand it in when they walk through the door. or
- For pre-assessment to introduce a topic. You might ask them to look at a short video and they give a one sentence summary of it as an entrance slip.



Movement-Brain Friendly Assessment

These are great ice breakers. Get-up-and-stretch physical activities get the blood pumping and the brain working. Movement boosts enthusiasm, too.

- **Carousel Brainstorm**—Large sheets of paper are stationed around the room with topics at each top. Groups go around to each chart, brainstorming their ideas on the topic. When the “carousel” stops, students discuss their findings.
- **Turn and Talk**—This simple discussion tactic is used to great effect in lectures and keynotes. The teacher asks a thought-provoking question about the topic. Students "turn" to the person beside them and discuss the answers with each other.
- **Talk Show Panel**—Students are assigned a position about a topic (whether they agree or disagree). They must internalize the position and then discuss it in a panel, debate-style.
- **Podcasting**—Tools like [Easy Podcast](#), [Podbean](#), or [Audacity](#) make it easy. Students can speak as the expert on a topic with a podcast. It's a great exercise for media knowledge and creativity, as well as oral skills.
- **Dramatic Interpretation**—Enact scenes from a book or any concept for that matter. Imagination is the ticket here.
- **Misconception Check**—The teacher states a common misconception about a topic. Students agree or disagree, and discuss.

Task Four Assessment using technology-

- <https://www.common sense.org/education/top-picks/top-tech-tools-for-formative-assessment> technology assessments
- <https://explaineverything.com/online-whiteboard-education/>

Please look at these sites and choose one you would like to try. Try it and see if it would meet your needs for face to face or virtual learning.

REVIEW- The Importance of Pre Assessment

- 1. Pre-assessments ***allows us to see if what is being covered in the lesson or unit is already mastered.***
- 2. Pre-assessments ***help measure true learning.*** By comparing pre-assessments and summative assessments, we are able to see what o
- 3. Pre-assessments give our students a ***preview of what will be expected of them.*** Setting clear expectations helps students begin to focus on the key topics that will be covered throughout the lesson.
- 4. Pre-assessments provide ***ideas for future lessons.*** After a pre-test is given, we may find knowledge gaps that we did not expect. With this information, we can make changes to future lessons or even create new lessons to include further instruction and review.

Naiku Coach Seth Wagner Twitter at @sethw06.

Last Task

Thank you for participating in this training. Pre-Assessment is the beginning of Differentiation. Teachers need to know what students already know in order to level the lesson.

Create a symbol that tells me how you feel about this lesson.

